SEPTEMBER 1942
Vol. XVII No. 3

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# AVA JOURNAL and NEWS BULLETIN

DELAWARE'S GOVERNOR AND VOCATIONAL AGRICULTURE TEACHERS OBSERVE FLAG DAY (See Page 142)

H. S. Victory Corps • Pre-Induction Training • Toledo A. V. A. Convention • Winning the War on the Farm Front • New Federal Appropriations • Twenty-five Years of the Smith-Hughes Act

AMERICAN VOCATIONAL ASSOCIATION, INC.

# AMERICAN VOCATIONAL ASSOCIATION, INC.

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1010 VERMONT AVENUE NORTHWEST
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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

*The* **JOURNAL and NEWS BULLETIN** *of the*

**American Vocational Association, Inc.**

**Volume XVII** • **September, 1942** • **Number 3**

**SPECIAL ANNOUNCEMENT**

YOUR *Executive Committee has reduced the September 1942* A.V.A. JOURNAL AND NEWS BULLETIN *to an issue of 32 pages. There are two reasons for this. In the first place, it was thought wise to consider the publication of a smaller issue during the period of the war. In the second place, we shall issue to our membership during October a four- or eight-page bulletin containing information dealing with current trends and developments. The saving of publication costs of a reduced September issue will make the October bulletin possible. We shall later solicit the opinion of our members relative to such publication arrangement.*—L. H. DENNIS, Executive Secretary.

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Published Quarterly by the American Vocational Association, Inc. John J. Seidel, President, Baltimore, Maryland; L. H. Dennis, Executive Secretary, Washington, D. C. Twenty-five cents of regular annual dues pays annual subscription for members of the Association. Address communications pertaining to advertising to the Executive Secretary, 1010 Vermont Ave., Washington, D. C. Entered as second-class matter October 3, 1935, at the Post Office at Washington, D. C., under Act of March 3, 1879.

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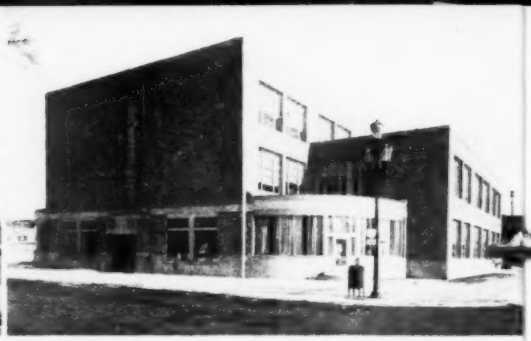

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# Toledo Prepares for . . .

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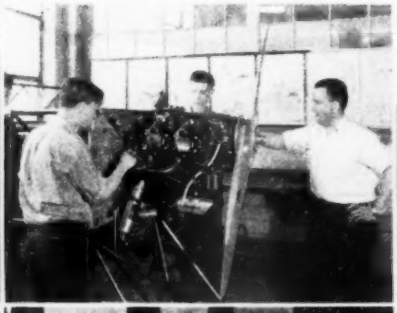

Industrial Arts Machine Shop

Cooperative Students at Dictaphone Practice

Operating Special Buttonhole Machine

Automotive Electricity and Auto Radio

## A.V.A. Wartime Convention

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The Thomas A. DeVilbiss High School

Quantity Cookery at Whitney Vocational High School

*The* JOURNAL and NEWS BULLETIN *of the*
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Volume XVII • September, 1942 • Number 3

*The Army Calls Upon Vocational Education . . .*

# *For* PRE-INDUCTION TRAINING

MERWIN M. PEAKE

LIVES of men in this war depend largely upon the degree of mechanical or other skill of hand or head, as well as strength of heart for the courage to put these skills into effective use.

Military studies reveal that the loss of untrained or poorly trained men is 50 per cent higher than for properly trained men. These are the reasons why the United States Army —and its officers and men in charge of training—insist upon thorough and efficient training for every man who may be called upon to face the enemy in combat.

Time is short. The need for trained men is urgent. That need may soon become catastrophic. At the present time the Army requires that sixty-three of each 100 men be trained in specialized skills. Those sixty-three should have had from six months to two years of specialized training prior to induction into the Armed Forces.

Our boys are facing trained fighters. It is believed that the Japanese have 100 or more fully equipped and trained mechanized divisions whose men have had a minimum of two years of special training. It is reported that Germany has 300 such divisions; Italy, Hungary, Rumania, Finland and other Axis countries have an additional sixty mechanized divisions.

Against this array of trained might, Britain is reported to have seventy to eighty equivalently trained mechanized divisions, and the United States less than fifty. In the first year of their war our Russian allies lost as many trained men as are now said to be in our entire army—more than four million.

The U. S. Army has been doing the training job as fast and as thoroughly as possible. But that is not enough. The Army needs more help. So it is calling upon the schools and colleges of America, and particularly upon the vocational schools with their splendid equipment and well trained instructors, to lend a hand.

A program of pre-induction training has been started for draft age out-of-school men, pre-draft age high school and college students, occupational specialists, and Selective Service registrants whose induction has been deferred by reason of educational deficiencies. The program has been planned by the Civilian Personnel Division, Headquarters, Services of Supply, War Department, in collaboration with the U. S. Office of Education, and is a part of the training program of the latter organization.

Pre-induction training is voluntary. It is designed to increase the supply of trained men called for service and thereby greatly reduce the time, men, and facilities of the Army to teach skills to newly inducted men. Certainly the facilities and personnel of our vocational schools will play a major part in this effort. By so doing they will free Army instructors for concentration upon post-induction training in the combat applications of the technical specialties of modern warfare.

Pre-induction training will be given in three primary groups or families of occupations: electricity, mechanics, and the service occupations. Some typical courses that can be offered at the vocational school level include instruction in fundamentals of automotive and airplane engine mechanics, radio and telephone and telegraph operation and maintenance, general electricity, shop mechanics, principles of aeronautics, tool mak-

ing and designing, precision instruments, drafting and blueprint reading, hoist operation, photography, meteorology, and for laboratory technicians and various types of food preparers. There are others, of course, that can be developed, many in cooperation with academic divisions of the high schools.

### Types of Basic Instruction

Lieutenant General Brehon B. Somervell, as Commanding General, Services of Supply, has a major responsibility in maintaining an adequate flow of manpower and material to the fighting forces. He declares that pre-induction training is being established as a long-range program of five types of basic instruction, none of which includes military tactics and drill. Planned by the Civilian Personnel Division, Services of Supply, in collaboration with the U. S. Office of Education, these types are:

1. Part-time instruction in fundamental scientific and vocational subjects for men of draft age who will be induced to enroll while engaged in their ordinary occupations in their home communities. These courses will be instituted in secondary schools and colleges under the direction of the Office of Education. Courses will be based on standard course outlines and manuals prepared jointly by the Office of Education and the Pre-Induction Training Section of the Civilian Personnel Division, Services of Supply, War Department.

2. Basic courses and vocational courses at the secondary school level for students and adults who may ultimately be eligible for military service. Schools will be encouraged to offer such courses voluntarily at their own expense as a patriotic service.

3. Basic and specialized courses of college grade for college students who may become eligible for military service.

4. Full-time instruction to improve the efficiency of civilian employees recruited by the Civil Service Commission for the War Department in selected occupations.

5. Part-time literacy classes in reading, writing, and arithmetic for Selective Service registrants whose induction has been deferred by reason of educational deficiencies.

### Course Outlines Ready

The Office of Education and the Civilian Personnel Division, Services of Supply, War Department, are preparing outlines based upon technical training manuals of the armed forces. Some of the courses which they will cover are physics, fundamentals of electricity, fundamentals of radio, radio operation, radio maintenance and repair, principles of mechanics, fundamentals of shop work, automotive mechanics, drafting, and blueprint reading.

These outlines will be ready for distribution in late September. They will detail practical shop or laboratory exercises, relate scientific theory, tell what equipment and supplies are needed, make references to text books, technical manuals and other teaching aids, and suggest teacher cooperation, guidance and selection procedures, and standards of attainment.

Students successfully completing pre-induction training courses will be given "certificates of completion" to be submitted at reception centers, where all previous training is considered in classifying and assigning men to duty.

The vocational school part of this program will be well under way by late September. Available training facilities have been surveyed in 2,600 vocational schools in 1,513 cities and 3,700 schools in 3,000 town and rural communities. If all are used to full capacity and the facilities of 200 colleges are used, 200,000 trainees per month can be accommodated for pre-induction training.

### Another Big Assignment

This is another great job for the vocational schools. It is another assignment on which they should come through with colors flying. It is a job that will save the lives of thousands of our boys "over there."

Army instructors have a slogan that the writer would like to pass on to vocational and other teachers who will assist in this nation-wide pre-induction training program. It is—

> **Be sure that no American soldier is ever killed or injured because YOU failed to do YOUR part to provide him with adequate training.**

HIGH SCHOOL VICTORY CORPS INSIGNIA

# ★ THE HIGH SCHOOL VICTORY CORPS ★

MOBILIZATION of volunteers among the 6,500,000 students in 28,000 public and private secondary schools for their more effective participation in the war is ready to start throughout the United States.

Organization of a "High School Victory Corps" has just been announced as a wartime youth activity in our American high schools. Its purpose is to provide active participation for youth in the community's war effort while still in school, and to provide coordinated instruction and training for youth for war services after they leave school. The U. S. Office of Education will assist state departments of education in its operation at state and local levels. Full recognition will be given efforts already started in any secondary school.

The Victory Corps is the answer to a nation-wide demand by schools and students that maximum war participation be made possible for them. It means an immediate revision of secondary school curricular objectives. John W. Studebaker, U. S. Commissioner of Education, says the Victory Corps advocates "the organization of a high school youth sector in the all-out effort of our total war, a sector manned by youth who . . . earnestly seek preparation for greater opportunities for service to come."

Students may volunteer for the Victory Corps "General Membership." During the last year or two of schooling each participant may join one of five Special Service Divisions: Air, Land, Sea, Production, or Community Services. Special armband insignia and service caps may be worn by all members. Provision is made for voluntary military drill and for student, faculty, and community advisory groups. Members must carry two or more assigned wartime service activities plus a program for physical fitness.

The recommendation was originally made to and approved by the Wartime Commission of the U. S. Office of Education. Paul V. McNutt, Federal Security Administrator and Chairman, War Manpower Commission, appointed a National Policy Committee of ten persons to make definite plans. This Committee includes representatives of the War and Navy Departments, the Civil Aeronautics Administration, civilian aviation, and four members of the Wartime Commission, including L. H. Dennis, Executive Secretary of the A.V.A.

Vocational and industrial arts students and teachers are destined to play a prominent part in the Victory Corps; each service division will require instruction in certain vocational skills. The Air, Land, and Sea Service groups will include boys who desire to prepare for eventual service with the armed forces.

Both girls and boys may enter the Production Service unit, by preparing for war industrial, agricultural or other essential civilian production; and in the Community Service unit, by taking courses preparing for college, or for commercial, distributive, or service occupations.

"Even the smallest high schools, rural and urban, may participate," Secretary Dennis points out. "The plan presents great opportunity for the further expansion of all vocational education. It has been approved by the National Council of Chief State School Officers and each will appoint a State Victory Corps Council and Director."

A Victory Corps manual is being distributed by the Office of Education to all school superintendents and secondary school principals—public, private, and parochial.

# MODEL AIRCRAFT Project to Continue

J. C. WRIGHT

THE Model Aircraft Project is to be extended into the school year 1942-1943. The decision to continue the project was based on the continued need for model planes in the training of military and civilian personnel, the consensus on the part of school administrators that the project is of special educational value, and the request of local and state directors of the Model Aircraft Project that additional time be given for the completion of quotas.

It is estimated that about 38 per cent of the 500,000 model planes originally requested by the Navy have been approved by local inspection committees. This estimate is based upon reports for the period ended June 30, 1942, from seventeen states, whose quotas represented 46 per cent of the half million models. The high ranking states covered in this report include: New Jersey, which completed 87 per cent of its model plane quota; Delaware, 85 per cent; Washington, 73 per cent; and South Dakota, 60 per cent.

Approximately 6,000 schools have participated in the Model Aircraft Project. About 200,000 planes have been shipped to receiving centers, and about 20,000 additional approved planes were awaiting shipment on June 30. Approximately 360,000 youths have participated.

Boys who have received the Navy Certificates of Award, indicating that they have attained various ranks as aircraftsmen, prize them highly. Many students found it necessary to make several planes before they produced models entitling them to the rank of Cadet Aircraftsman under the standards set up by the inspection committees. A number of states, however, report that many boys earned higher ranks. One boy, Joe Bashore, of Wyandotte, Michigan, has made one each of the fifty types of model planes requested by the Navy, and has been given the rank of Admiral Aircraftsman.

PROUD OF THEIR SKILLS—HAPPY TO BE OF SERVICE

Many school administrators reported that only the older and best trained shop students could produce planes that would meet approval of inspectors. This may be readily understood when it is realized that in most instances inspection committees were composed of highly trained craftsmen and technicians. One superintendent said one such committee possessed the attitude that "only the very best could be of any genuine use."

The demand for model planes has expanded continuously since the beginning of the project. The original intent was to provide models for the training of military and civilian defense personnel. Requests for models are now coming from colleges giving elementary flight training. Many high schools that are planning pre-flight aeronautics training now expect to use these models in connection with their training programs.

Announcement will be made in the near future concerning the continuation and expansion of the Model Aircraft Project beyond the period when the present quotas are completed. It is planned to make 10,000 models of each of thirty new planes which have attained importance since the Model Aircraft Project began last winter. As a result of the experience gained thus far it is anticipated that the project will prove of even greater educational value to participants than was the case in the initial effort.

# WINNING THE WAR ON THE FARM FRONT

J. A. McPHEE AND J. B. PERKY

IT HAS been estimated that farming, as an occupation, is not more than 40 per cent efficient, although some farmers have attained a much higher efficiency—perhaps as high as 90 per cent.

This statement might be debated endlessly; perhaps this average figure is not even large enough compared with the split-second precision of the assembly line of a gigantic factory.

This estimate of farming efficiency tends to cast no stigma on all farmers, individuals who have chosen this vocation because they prefer to operate at their own speed. In the midst of a busy season, a farmer will stop and chat for an hour with a neighbor—and perhaps work after dark to make up for it. Many hours are lost in a year opening and closing a sagging gate that could be repaired in a half-day. In peacetime, such items are of the farmer's own choosing. We are now at war, and agricultural education has been asked to increase farming efficiency.

Farmers generally are war-conscious. The increase in production they have accomplished during the last year with less labor and decreasing machinery, proves their understanding of the place of agriculture in the war program. A considerable part of the increase thus far has come as a result of planting those crops for which increased quotas are asked, instead of other crops; or keeping more breeding stock to produce more meat and eggs.

There is a limit to what may be accomplished by these means, but there is virtually no measurable limit to what may be accomplished in terms of increasing farmer efficiency. This was nationally recognized in the passage of legislation providing funds for carrying on training in agricultural production most needed for the war program. It is now up to the vocational agriculture administration of the nation to put into action the expanded adult evening classes for which the national administration has asked.

It has always been necessary to teach efficiency in operations. Low unit cost of production is equally vital in any event. The difference is only in terms of amount. When there is too much wheat, or cotton, or pork, the farmer plants fewer acres, or keeps fewer brood sows. But the efficiency of each operation is identical, and as important in times of decreased production as in times of increased production.

Therefore, in establishing adult evening classes as a factor in increasing production, the need for *immediate* action is certainly the war, but the ultimate benefits to be obtained in teaching greater farming efficiency are the same for the post-war period.

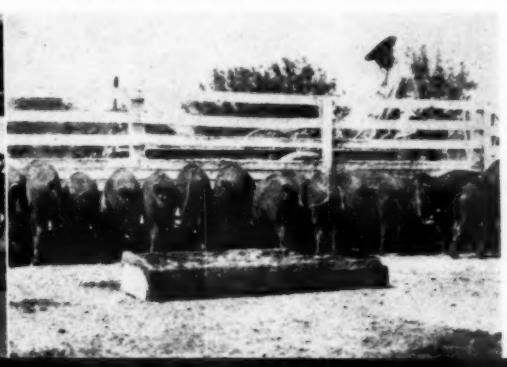
### More Foods With Less Labor

Here are five general fields which can be covered in these adult evening classes which will enable the farmer to produce more war goods with no more labor (surely there will be less labor), no more machinery, and no more land:

1. *Reduction of losses.* Much can be taught about sanitation, fertilization, and

Farm Machinery Repair Increases Efficiency

Keeping Feeders Out of the Mud Brings Quick Gains



pest-control. The number of calves, pigs, or lambs saved at birth can be increased tremendously in some sections.

2. *Increase in unit production.* Crops may be planted to secure greater yields per acre. Dairy cattle may be fed to secure greater production. Feeders may be sent to market more quickly, making room for other stock.

3. *Introduction of labor-saving devices.* During depression years, labor was cheap and plentiful. Less attention was paid to labor-saving methods. Bulk handling of grain, distributing stock feed from movable containers, building poultry laying houses with mesh floors and feeders filled from the outside, mechanical floats for water troughs which eliminate time in filling, some rearrangement of equipment so that one man can properly care for twice as many hogs, are just a few possibilities.

4. *Substitution of needed production for that not needed.* Certain crops which are still being over-produced are taking up land on which crops can be grown to meet shortages. There are huge estates scantily used for raising horses for pleasure, or production of a few blooded cattle as a hobby; these can and should be used for war agricultural production. Poultry houses occupied by fancy birds should be filled with egg-producers.

5. *Extended use of land and buildings.* Double-cropping should be practiced where land fertility can be maintained. Creeps and corrals used for spring lambs should be utilized for lamb feeding when the first "crop" has gone to market. Poultry brooders used for growing out egg-producers should continue to be used for meat birds.

Production can be increased. Figures from Oklahoma show what is planned for the coming year by the in-school and evening class groups:

| *Product* | *Expected Increase in 1942-43 production* |
|---|---|
| Hogs for pork | 2,023,225 pounds |
| Beef | 2,641,022 pounds |
| Sheep | 340,000 pounds |
| Poultry for meat | 275,000 pounds |
| Eggs | 581,000 dozen |
| Milk | 6,000,000 pounds |
| Vegetables | 2,113 tons |
| Fruits | 512 tons |
| Peanuts | 7,539 tons |
| Soybeans | 9,000 bushels |

### Farm Machinery Repair

A close corollary of these production courses is the section for farm machinery repair. It has a definite bearing on almost every program to increase farming efficiency. To reduce disease and insect losses requires efficient sprayers and dusters. To get better soil fertility calls for good tillage equipment. Increases in unit production may require more rows to be cultivated. Introduction of labor-saving devices is largely a mechanical program. Substitution of needed production for crops not essential may mean changes in the kind of machinery—use of a corn huller in place of a wheat thresher. Double-cropping means that the same tractors, plows, and planters may have to be in use more days per year.

On the other hand, excellent experience has been obtained during the last two years throughout the country in the conduct of these courses. The classes for out-of-school youth in the care, repair, and operation of trucks, tractors, and automotive equipment provided a background for carrying on the expanded program. One splendid lesson was the discovery of the ability of good local mechanics to do a first-class job of teaching.

Those dealing with the new courses are familiar with the terminology and mechanics. There are four divisions:

1. Repairing tillage and cultivation implements not motorized.

2. Repairing tillage and cultivation implements with minor motor repair work such as adjustments.

3. Major overhaul of tractors and trucks.

4. Building and repairing of all farm equipment.

Each of these can contribute extensively to the methods of increasing efficiency. The last item embraces the repair and construction of labor-saving devices.

The vocational agriculture services of the nation have been given a challenge and a compliment. The challenge is to assist in increasing the production of war goods. The compliment is in adequate financial backing in a year when none but essential expenditures should be considered. We must make good!

*Toledo's Program For . . .*

# FAMILY LIFE EDUCATION

RUTH MONTGOMERY RUSTAD

ONE of the most important phases of education in the war is the development of cooperative community activities in that area which represents education for home and family life.

Toledo is fortunate in being able to present members of the American Vocational Association upon the occasion of their forthcoming visit for the 1942 Convention, a four-year-old program in Family Life Education. This program is one of four experimental projects established in this field through the efforts of the U. S. Office of Education. We are hopeful that the Toledo experiment will provide visitors with information, suggestions, and inspiration for the advancement of similar efforts within their local communities in a nation-wide effort to organize those forces which provide strength, enrichment, and protection for American family life.

Vocational home economics teachers in recent months have been confronted with definite challenges to extend their efforts in the maintenance of home and family standards and living under the trying circumstances brought about by wartime conditions. They have been confronted with the need for determining the best plan to discover and meet the needs of families in their own communities. A brief review of the organization, purposes, and outstanding results of the Family Life Education Program in Toledo therefore will be timely and may prove most helpful.

When the local Board of Education accepted the responsibility of launching the Toledo program, organized with the U. S. Office of Education and the Ohio State Department of Education furnishing consultation service on methods and administrative procedure, representatives of various community groups met to decide how to meet the needs of Toledo families. This group grew into the Family Life Education Council. This Council provides a channel through which the community may translate its needs and activities into a coordinated program to interpret and promote education for family life.

An executive committee of the Council plans and directs the program activities and the work of the associated staff, composed of a coordinator and assistant, a director of parent education, and a director of pre-school education They all work closely with the supervisor of home economics, and the supervisors of social studies and health education in the public schools.

The program as conceived through community thinking is based upon these convictions: that well developed, emotionally mature individuals are needed to carry on our democratic way of life; that this type of individual is best developed out of experiences of wholesome family living; that modern society, especially in wartime, imposes unusual strains on family life; and that, through education, family life can be strengthened to meet the stress of the present and build for the future. Thus the program is planned to offer to all age levels and all community groups, opportunities for further understanding the personal relationships and those arts of homemaking which make for wholesome family life.

Toledo had a full-time parent education director one year before the Family Life Education Program was originated as such. She now assists approximately 2,000 parents yearly in lectures on the understanding and guidance of children, and the establishment of wholesome family relationships; in discussions on mental hygiene and the impact of war on the family; and in courses in child psychology.

A program of lay leadership, maintained for women who wish to lead study groups similar to those conducted by the parent

education director, has reached all economic and cultural levels in the community.

Under the supervision of the pre-school education director, high school boys and girls who are studying child development observe and assist in two nursery schools.

The Toledo Pre-School Council, composed of teachers and leaders in the field of pre-school education—whose purpose is to stimulate community interest and develop standards for pre-school education—in cooperation with the Council of School Agencies has developed training courses for adult volunteers and for high school girls in child care under the local Office of Civilian Defense.

Because nutrition is fundamental in education for family living, a standing committee on nutrition maintains a community-wide program in nutrition education for mothers of school children. Nutrition classes for elementary school teachers, high school nurses, and cafeteria managers are offered to correlate the nutrition program with the health work in the schools.

Another method of spreading knowledge and understanding is through the use of institutes and meetings. In 1941 a two-day Institute in Family Relations, open to the public, and sponsored by sixty-eight Toledo organizations, was held. Seven nationally known leaders in the field participated in the program which reached 1,891 people. A Pre-School Institute was held in 1941.

A Workshop in Pre-Marriage Education, sponsored by thirty-one Toledo organizations was held this year for professional people including ministers, social workers, nurses, high school deans, and teachers. A standing committee plans activities and programs in this area, and is available for consultations. Pamphlet material for various age levels is available.

A Program Planning Bulletin has been published. It lists more than 180 speakers available in Toledo, each prepared to speak on some subject in the area of family life education. This Bulletin is sent to club and group chairmen. Program series for club groups may be arranged through the Family Life Education Office. Bibliographies of new material in the fields of child guidance, parent-child relationships, marriage, pre-school education, and nutrition are available. Bulletins describing the progress of the program are published several times a year.

Thus, in whatever way seems effective and to meet whatever needs seem urgent, Toledo's Council for Family Life Education is attempting to develop a true community program, in which representatives of all agencies, all age levels and educational levels may join in education for home family living.

A PARENT EDUCATION STUDY GROUP IN TOLEDO

*Industrial Arts Can Help . . .*

# KEEP 'EM FLYING

GORDON O. WILBER

ACCUSTOMED to justifying their courses on the basis that they orient the pupil to living in an industrial, technological society, industrial arts teachers are now faced with a new and crucial challenge. Youth of today are living in a new age—a new era—an *air age*.

It is the teachers' responsibility to prepare boys and girls to live in this "air age." They must make sure that young people are not afraid to fly.

Flying must be looked upon as the *natural*, rather than the unnatural thing. Industrial arts teachers have a significant part in accomplishing this end. A three-fold program is indicated for adapting industrial arts instruction to aid in meeting the requirements of an industrial society which will be increasingly dominated by the manufacture, operation and maintenance of the airplane.

If modern industry is to be interpreted accurately, one cannot ignore the tremendous development now taking place in aeronautics. The abnormal output of the industry for 1942 will run to well over six billion dollars. In its most prosperous year, the automobile industry aggregated only about three billion dollars. A study of this industry, including the raw materials used, the products manufactured, the types of occupational opportunities offered seems, therefore, an essential part of any industrial arts course.

Next, such a study of the airplane industry would, naturally, be accompanied by a rich and varied program of shop and laboratory experiences. An important feature relates to the building and flying of model planes. When the leaders in Nazi Germany decided in 1934 that the children of the Reich must be "air conditioned" they did not overlook the contributions which model building would afford. By 1939 every boy and girl in Germany was building model planes, building and flying kites, and studying about aviation. At the same time, some three million youth in America were likewise building and flying models. They were doing this, however, with but little sponsorship and encouragement from the schools. Industrial arts teachers should now give this activity major emphasis.

Some form of model building readily can be incorporated by the teacher into almost any type of shop organization. The general shop, for example, affords ideal conditions since all types of equipment, materials, and tools are available. The general wood shop likewise is well adapted to the type of operations required in model building. Even the general metal shop may contribute. Such activities as casting small parts for models, making model engines, spinning cowls and gun turrets, and making wire and metal parts for models are excellent projects for this area. Some schools may be interested in developing a special aeronautics course or shop. In such cases, model building will form an important part of the work.

In starting such a program, the instructor will make sure that the models selected are well within the student's ability to build. While some boys apparently derive pleasure and inspiration from the mere manipulation involved, the more important educational outcomes result from flying, adjusting, and diagnosing the faults of airplane models. Success of the program depends, therefore, on building models that fly. A satisfactory series for the beginner might include a balsa glider, an all-balsa flying model, a paper covered stick model, and a cabin model. By the time a student has completed this series, he will either have discovered that he does not care for the activity or will have developed that intense interest which requires only direction from the teacher.

The making and flying of model planes is hardly a justifiable activity however, unless the student is encouraged to study and understand the principles of flight which are involved. Make sure that he knows what is meant by lift, drag, and thrust, and how they

affect his model. Teach him to understand why one type of model is stable in flight while another is not. Be sure that the function of each surface and part of the model is clear to him. Do this, and model building can become one of the most valuable of the boy's educational experiences.

### Demonstration Equipment

A third activity suggested for industrial arts classes is concerned with the making and using of experimental and demonstration equipment for the teaching of aeronautics. In this direction lie unlimited opportunities for both teacher and student. Little has been done in this area, so there are unusual possibilities for development. Such equipment may include special tools and jigs to facilitate model building; instruments and devices for demonstrating the principles of flight; and models for demonstration purposes. A few possibilities in this field would include:

Balsa strippers, jigs for gluing fuselage and bulkhead models, wind tunnels, model plane with movable controls, propeller pitch demonstrator, wind tunnel forms to show effect of streamlining, airfoil section with wing slot, anemometer for testing wind velocity, variometer, dihedral block, device for bending propellers, device for measuring propeller angle, radio listening device, and model of radial engine showing action of pistons, valves, and firing order.

These are only a few suggestions, but the alert teacher will think of many more that can be added to the list. A teachers' manual now being prepared by the Civil Aeronautics Administration entitled *Aeronautics in the Industrial Arts Program* will contain plans or pictures for most of these devices, and information on the development of a model building program.

### The Aeronautics Center

In most general shops it is the custom to divide the room into areas where work with certain materials or processes can be segregated. Where this system is followed, the instructor may wish to develop an aeronautics center. The following suggestions are made:

1. Provide working space for as many pupils as are likely to be engaged in aeronautics activities at any one time (usually one or two double benches are sufficient).
2. Arrange for storage space below benches for supplies and parts. Cardboard boxes large enough to hold work-boards make a satisfactory storage space.
3. A tool panel should be placed close to the benches where all necessary tools and equipment will be easily available.
4. A cabinet or drawers should be located near the "center" for storage of supplies.
5. Make drawing equipment available at or near the "center."
6. Make provision for displaying finished models at or near the "center."
7. Use charts and pictures to give the "center" an aeronautical atmosphere.

### Teacher Preparation

Teachers are faced with the responsibility of preparing themselves to teach aeronautics in every industrial arts class. Even if sufficient classes were available, it would be plainly impossible for all instructors to attend summer or extension classes to secure the needed skills and information. It becomes necessary, therefore, for most teachers to make their own preparation.

A first step lies in developing a real interest in airplanes and model building. Read airplanes, study airplanes, and ride in airplanes. Then start building models. Start with a simple glider and *gradually* work up to the more complicated types. When the techniques of construction have been mastered, start finding out why they fly or fail to fly. Some good books are available

The number and richness of the aeronautics experiences in any given course will depend largely upon the ability of the teacher to think in terms of new patterns and changing values. For the teacher who is afraid of giving up anything he has done in the past, for the individual who hesitates to strike out boldly and blaze new trails, the task will be difficult. The task will be impossible for him who sees in this new development nothing but another burden added to an already heavy load. But—for the courageous instructor who knows and feels the pulse of youth, the teaching of aeronautics will offer a new thrill and an unequaled opportunity for service.

*For Vocational Education . . .*

# NEW FEDERAL APPROPRIATIONS

L. H. DENNIS

APPROPRIATIONS for federal aid to vocational education for the fiscal year 1942-43 became available when the President signed Public Law 647 on July 2, 1942. This Act, while under consideration in Congress, was known as H. R. 7181. It includes the following items:

| | | |
|---|---|---|
| Apprenticeship training, regular program | | $ 465,501 |
| Apprenticeship training, national defense | | 450,000 |
| Training Within Industry | | 1,145,000 |
| Civilian Conservation Corps (liquidation) | | 8,000,000 |
| National Youth Administration: | | |
| Work experience and training | $49,729,000 | |
| Administration | 3,500,000 | |
| Printing and Binding | 45,000 | |
| Student Aid— | | |
| College | 5,000,000 | |
| Below College Level | 3,000,000 | |
| Total, NYA | | $61,274,000 |
| Smith-Hughes and George-Deen administration | | 366,140 |
| George-Deen appropriations | | 13,800,000 |
| Various vocational rehabilitation appropriations | | |
| Vocational Training for War Production: | | |
| No. 1 Program | | 94,000,000 |
| No. 2 Program (Engineering College-ESMWT) | | 30,000,000 |
| No. 3 Program (OSY-A) | | 15,000,000 |
| Visual Aids for Training of War Production Workers (motion pictures, slide films, etc.) | | 1,000,000 |

The chief controversy before Congress was with respect to the Civilian Conservation Corps. Many hearings were held. The Senate wanted to continue this organization, but the House insisted on its discontinuance. The two houses finally compromised on an eight million dollar appropriation to be used for liquidation of the CCC with the proviso that the liquidation would be completed as quickly as possible, but in any event not later than June 30, 1943.

A movement designed to combine NYA and CCC did not materialize. The appropriation to NYA was cut from its $150,000,000 for last year to $61,274,000 for the current fiscal year. This appropriation is "to provide employment and work training for unemployed young persons of the ages of 16 to 24 inclusive on resident and non-resident workshop and other projects . . . as needed in the prosecution of the war . . . in occupations in which there is a present or potential shortage of labor."

In view of this arrangement no money was appropriated to the Office of Education to carry on the cooperation with the NYA training program, formerly known as the No. 5 Program. Any cooperation between the vocational and other public schools and the NYA must now be taken care of through appropriations for the No. 1 Program.

The designation for the vocational school pre-employment and supplementary and out-of-school rural youth programs is now "Vocational Training for War Production Workers." The total of $94,000,000 compares with $41,000,000 appropriated in 1940-41, and $52,400,000 for 1941-42, to which $9,500,000 was added through a special appropriation in May 1942.

The OSY $15,000,000 appropriation provides for "vocational courses in the production of farm commodities and in the repair, operation, and construction of farm machinery and equipment . . . of which not to exceed 20 per centum shall be available . . . for purchase and rental of equipment and rental of space . . ." The Law was changed by striking out "youth" and substituting in place thereof "persons." This removed the upper age limit. The minimum age is 17 years, comparable to 16 years for the NYA.

Because the OSY Program has been opened to the admission of adults, the letter "A" has been added to the designation

and henceforth it will be known as the "OSY-A Program." In the Office of Education all activities under this program will be supervised through the agricultural education service of the Vocational Education Division.

Senate Bill 1313, providing $300,000,000 federal aid annually to general public education, was rewritten and reported out by the Senate Committee on Education and Labor and has been on the Senate Calendar since July 16. It is designed "to assist the states and territories in reducing inequalities of educational opportunities through public elementary and secondary schools."

Funds provided through S. 1313 to a state after its legislature accepts the provisions, would be for "all types of expenses of public elementary . . . and secondary schools (which may include through the fourteenth grade)."

The allocation of funds to the states would be based upon ratios of the total number of children, five to seventeen years of age, to the total net income of individuals, each with relation to that state and the entire country.

### Vocational Training for War Production Workers

Federal Appropriations through U. S. Office of Education—First three years—1940-1943

| | *Fiscal Year Ending June 30, 1941* | *Fiscal Year Ending June 30, 1942* | *Fiscal Year Ending June 30, 1943* |
|---|---|---|---|
| **Vocational Schools** | | | |
| | $15,000,000* | $52,400,000 | |
| Preemployment-Refresher and | 26,000,000 | 9,500,000** | |
| Supplementary Courses | 41,000,000 | 61,900,000 | $94,000,000 |
| | | 12,000,000 | |
| | | 8,000,000† | |
| Equipment, Vocational Schools | 8,000,000 | 20,000,000 | |
| Out-of-School Rural and Non-Rural Youth Program (now OSY-A) | 10,000,000 | 15,000,000 | 15,000,000 |
| **National Youth Administration** | | | |
| Vocational Training by Public Schools for NYA Work Project Employees | 7,500,000 | 10,000,000 | |
| **Engineering College Training Program** (Now ESMWT) | 9,000,000 | 17,500,000 | 30,000,000 |
| Totals | $75,500,000 | $124,400,000 | $139,000,000 |

*Initial or trial appropriation.
**Special appropriation, May 1942.
†Transferred from $41,000,000 fund of 1940-41.

### *Institute on Education and War*

Scores of outstanding Army, Navy, and Federal Government officials joined with nearly 700 leaders in education at the National Institute on Education and the War, sponsored by the U. S. Office of Education Wartime Commission, in Washington, D. C., August 28-31, to consider and activate a national emergency program. Through discussions and addresses, the strategic place of vocational education in the war was presented effectively and with significant results.

### *On the Cover*

Many vocational schools held ceremonies during Flag Week in June. One such observance, pictured on our cover page, shows Walter W. Bacon, Governor of Delaware, and H. V. Holloway, State Superintendent of Public Instruction, with vocational agriculture teachers at a farm machinery repair conference at the University of Delaware. Both officials praised the program supervised by R. W. Heim, State Director of Vocational Education, and Paul M. Hodgson, Acting State Supervisor of Agricultural Education.

# EDITORIALS

### *The Importance of the A. V. A. Convention*

THERE were exciting times in Boston last December—Pearl Harbor—Congress declared war—delegates and friends of the American Vocational Association in session!

Since then the tempo has increased. Enthusiasm is greater — needs for training have increased — and here we are, making final plans for the 1942 Toledo Convention.

JOHN J. SEIDEL

This is a time of action. The programs have been so "stepped up" that it is difficult to realize that almost a year has gone by. Your Association has taken the leadership in many instances, and called a number of its members to Washington and to various other centers for conferences in order that all might be informed of developments.

Your Executive Committee and many special committees have given generously of their time and professional experience in guiding the rapidly expanding program of vocational education in this country. Never before has there been greater need for frequent discussions and conferences in order to obtain helpful information.

It is of paramount importance that every one of us make plans to attend the Toledo Convention. We have shortened the program and intensified the schedule of events. Instead of having state and local leaders attend meetings from Monday until Saturday, we plan to begin on Wednesday and hope to arrange schedules so that every important event will have its time and yet make a Saturday noon adjournment possible.

Plan to be there! It is imperative that you attend!

### *The Vocational Schools Will Again Respond to a Challenge*

IT IS almost startling that vocational schools have trained more than 2,700,000 men and women for war production industries during the last two years. But there is still more to do.

To stimulate some of the other necessary war activities of our vocational and secondary school groups, the U. S. Office of Education, with the assistance of certain educators and officials of our Army, Navy, and Air Forces, has provided a means of granting proper national recognition for vocational and high school war service efforts.

L. H. DENNIS

Official announcement has just been made of the High School Victory Corps. Plans have been quietly but promptly worked out in detail. Official sanction has just come from military, naval, educational and government leaders, including approval from the White House.

The vocational and high schools of the country are facing another serious challenge, probably one of the most important with which they have yet to deal. Military officials point out that 63 out of every 100 men inducted into the Army receive some vocational or technical training.

Secondary schools are requested to provide pre-induction training courses promptly for juniors and seniors and for those out-of-school youth soon to be inducted.

This is an emergency war measure of vital significance. We urge our schools to make another needed contribution to the war effort by promptly organizing High School Victory Corps units and pre-induction courses.

[1917] **THEN . . . N**

## *Twenty-five Years the S*

CHARLE PROSS

WITHIN less than two months of our declaration of war against Imperial Germany, President Woodrow Wilson approved, on February 23, 1917, the National Vocational Education Act, commonly known as the Smith-Hughes Act. It had been adopted by Congress with only one dissenting vote. With the exception of a change in the administrative authority, this law has remained unchanged for more than a quarter of a century—an amazing record in itself. Subsequent Acts increased the federal appropriations to the states for vocational education; and added other fields and types of training not provided in the original measure.

### ★ *Smith-Hughes Act—Our Firm Foundation*

All this new legislation was based on it; was adopted virtually unanimously; and required the federal moneys to be expended by the states in conformity to its standards and regulations. Taken together, all this legislation has been more carefully planned, is more closely dovetailed, and is therefore more constructive than any—or almost any—other series of laws regarding any matter adopted by Congress during the last twenty-five years.

### ★ *Constitutionality Established*

Within a few years after the adoption of the Smith-Hughes Act, an attempt was made to have it declared unconstitutional as an infringement on the autonomy of the states in the management of their own educational affairs. Quickly the U. S. Supreme Court ruled that, inasmuch as the cooperative plan between the National Government and each state was optional, there was no infringement of its constitutional rights. That matter having been settled and all subsequent national legislation being based on the original Act, the question of its constitutionality has never since been raised in any court.

THEN there was of course some anxiety among friends of vocational education. NOW with feet on firm ground, we have, as a priceless backlog, a nation-wide recognition of the vital need for the training of all American workers for their work in both peace and war; the achievements of federally-aided vocational schools in both peace and war; and the continued interest and support of Congress.

The way is open now to expand the cooperative program between the government and every state; to improve the efficiency of the service; and further to democratize vocational education by extending its benefits to long neglected people of both urban and rural communities. Such an opportunity carries with it a corresponding responsibility and challenge to us all!

### ★ *The Commission*

The real author of the Smith-Hughes Act was the Commission on National Aid to Vocational Education. The Report of the Commission to Congress was made three years before the adoption of the Act; set forth the case for a national program; and proposed a bill embodying the ideas of the Commission for its establishment. With the exception of the section creating an administrative authority to carry out the provisions of the bill, Congress adopted with slight changes the measure as recommended in the Report.

THE *reopening of schools for the 1942-*[y]*ear ma*
*the actual operation of the Smith-Hu*[ct] *in*
*organization meeting of the first Fed*[Board]
*twenty-five years ago in August. There*[fo]*is app*
*mation of results achieved through feder*[l] *to voca*
*has a broad and detailed knowledge of t*[his] *an*
THE EDITORS.

# ·d . . . NOW [1942]

## ·s the Smith-Hughes Act

·RLE PROSSER

The primary purpose of the Act was to encourage the states to undertake a new and vital kind of education in cooperation with the Federal Government, without interfering with their autonomy in the conduct of their own affairs. The second purpose was to provide federal funds to aid the states and their local communities in meeting the cost of the new educational service. The third purpose was to insure the expenditure of the federal moneys for training meeting the same minimum standards for all the states and insuring the use of the federal moneys for the specific purposes intended.

### ⋆ *The Effect Upon Subsequent Grants to the States*

In adopting the Smith-Hughes Act, Congress then and there accepted not only the recommendations of the Report of the Commission but its theory or philosophy as to the principles on which national grants to the states for any social or educational purpose should be made. These same principles are also embodied—to illustrate—in the Agricultural Extension Act, the Maternity Act, the Good Roads Act and the Old Age Pension legislation; and have, in effect, apparently become a permanent national legislative policy.

Since the adoption of the Smith-Hughes Act, no new federal appropriations have been made to the states, as in the old days, except for the encouragement of a new joint service to be supported by both the Federal Government and the state. That service is defined specifically and not in general or indefinite language; and regulations and minimum standards are provided to safeguard the efficient use of the federal moneys by the states for the services intended.

Not only did the Smith-Hughes Act establish a sound National Program of Vocational Education in cooperation with the states; it also established a sound workable constitutional policy for cooperation between the Federal Government and the states in any other joint enterprise for the common good. Only that policy can safeguard us against pork barrel legislation. It provides no gifts to any states but only the use of federal moneys to every state which any state is free to accept or reject. The acid test is whether the proposed service is so needed and wanted by the people of any state that they are willing to pay the major cost of providing it. For twenty-five years all the states have answered in the affirmative.

### ⋆ *Rapid Development of State and Local Systems*

Since the main purpose of the Act was to induce the states and their local communities to provide vocational schools and classes for those desiring preparation for employment and for those already employed, the acid test of its success is how far the Act has accomplished that aim. In the beginning year, the task was almost like "cooking from the stump." The first step was to establish a nation-wide state system to cooperate with the Federal Board of Vocational Education in carrying out the Act.

Outside of seven states, there were not even the beginnings of a state system. Within the first fiscal year of 1917-18 every state had accepted the Act and established a state

*1942 ·ear marks the Twenty-fifth Anniversary of th-Hu ct in American public schools. Also, the t Fed oard for Vocational Education was held Theref is appropriate that we present here a sum- feder o vocational education, written by one who e of t in and subsequent operation of the Act.—*

system of vocational education. Since that time the same steps have also been taken by our outlying territories and the District of Columbia. For a quarter of a century this country has been developing, enlarging and improving not only a national program, but also state and local systems of vocational training of secondary grade to establish and operate it—a 100 per cent record.

### ★ *Winning State and Local Support of the Cooperative Plan with the Federal Government*

Because it was a joint enterprise beneficial to all concerned, the Smith-Hughes Act provided that every dollar appropriated to any state must be matched at least dollar-for-dollar by state or local funds, or both. This was not only necessary to finance the venture on an adequate scale but also to insure the expenditure of the federal money for training which the taxpayer is willing to support.

In 1939-40, the total cost of operation was roughly 55 million dollars of which 20 was paid by the Federal Government and 35 by the states and local communities. To this amount local governments contributed 23 million and the states 11 million. In the year 1939-40 the states and territories expended $1.75 of state and local money for every dollar of federal money.

These costs do not include the plant and equipment of the school or other items of expenditure which the local community must meet. As was planned from the start, the cooperative national program of vocational education has become in a very real sense a nation-wide state and locally operated and supported enterprise.

### ★ *Growth of the Service*

During their first twenty-three years, the Smith-Hughes schools, departments, and classes gave training to more than 20,000,000 students. The total annual enrollment rose from 164,000 to 2,290,000. For every trainee the first year there were fourteen the last year. On the average, for every 100 enrolled in any given year, there were 163 the succeeding year. In all the history of all the nations, no other educational or social movement has developed so rapidly and extensively as has vocational education under the Smith-Hughes Act.

And yet the job is not finished—it has only begun! It will not be finished until the American school system provides every youth and every adult of both sexes with the opportunity to secure in some way the training they need to meet the economic demands of self-dependent citizenship.

### ★ *Smith-Hughes Schools and the Public High Schools*

Both our public high schools and federally-aided vocational schools, departments, and classes provide secondary education—secondary in the sense that the content of instruction is above the level of the elementary school and below college grade. While the former serves youth only, the latter serves both youth and adults.

Traditionally, the high school has provided general educational subjects for all its youth. *Now* it is increasingly offering life education subjects, chief among which are those provided for youth by the federally-aided vocational schools and departments in regular high schools. All these are included in the total enrollment of the high school. For the year 1939-40 this federally-aided vocational training accounted for almost one of every four students reported by the public high schools of the country.

*(Continued on Page 153)*

FIFTEEN YEARS AGO

Paul W. Chapman, then State Director of Vocational Education in Georgia, presents to Ruth Blair, Georgia State Historian, the pen (in engraved holder) used by Woodrow Wilson in signing the Smith-Hughes Act, on the tenth anniversary of the signing.

# A.V.A. TOLEDO CONVENTION

## December 2, 3, 4 and 5, 1942

DESIGNED to provide members of the American Vocational Association with specific aids in the advancement of their wide-flung efforts for Victory in World War II, the 1942 A.V.A. Convention in Toledo, Ohio, December 2 to 5, promises to be the most important and helpful in the entire history of the Association.

Program chairmen and A.V.A. Vice Presidents in each division of the Association are bending every effort to make each minute of the Convention program an effective contribution to the war.

The vital part taken by vocational education in the actual needs attending successful prosecution of the war makes all the more necessary a national conference of this character in which vocational and industrial arts leaders and teachers and school superintendents may participate. From their deliberations will come many valuable contributions for expanding and increasing the efficiency of every phase of vocational education as it relates to the promotion of war activity.

Contributing her share to Victory, Toledo's factories are humming with war production work. Groups of uniformed enlisted men are being trained every sixteen weeks at a recently established training school for signal men and yeomen at the U. S. Naval Armory there. Two vocational high schools are training workers for war production jobs. The University of the City of Toledo is offering vocational teacher training and improvement courses. Toledo's interesting program for Family Life Education is described on Page 137.

A.V.A. members will find a cordial reception awaiting them in Toledo. On this and following pages are program highlights and brief descriptions of vocational education activities in the Toledo schools as operated under the general direction of E. L. Bowsher, genial and progressive Superintendent of Schools, and a Board of Education that is highly cooperative in operation of the entire vocational program. Kenneth C. Ray, Ohio State Director of Education, and all members of his vocational education staff are giving their full support and cooperation in development of the Convention program.

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## *Vocational Education in Toledo*

THERE are two trade or vocational high schools in Toledo, Ohio:

THE HARRIET WHITNEY VOCATIONAL HIGH SCHOOL—A trade school for wage earning girls and women, completed in February 1941 at a cost of $638,136. It is a modern building well equipped for shop work and related science, mathematics, art, physical and health education. There is a cafeteria and library, and a tea room and cosmetology department are open to the public. The school has a capacity of 900 students and the program is on a tenth, eleventh, and twelfth grade level. Instruction is offered in the food and textile trades, household management, cosmetology, retailing and office practice.

THE MACOMBER VOCATIONAL HIGH SCHOOL—A trade school for youths and male adults of the community, completed in September 1938 at a cost of $2,115,717. It also is a modern, well equipped building for teaching sixteen skilled trades and many allied occupations with all the necessary related technical and educational subjects. There is an auditorium, a cafeteria, library, activities room, gymnasium, conference room, and room for visual education. The school has a capacity of 1,150 students and the program is on a tenth, eleventh, and twelfth grade level. Instruction is offered in aeronautics, architectural drafting, auto mechanics and Diesel engines, auto electricity and radio, cabinet

making and mill work, collision service, commercial art, electricity, machine shop practice, mechanical drafting, office practice, pattern making, plumbing and refrigeration, printing, sheet metal and air conditioning, and welding (gas and electric).

Before these buildings were designed occupational surveys were made—one for the girls and women, the other for boys and men. It was upon the findings of these two surveys that the program of trade education was outlined and buildings constructed to fit local needs.

The requirements for entrance and the selection of students were worked out by Superintendent Bowsher and the junior and senior high school principals. Vocational, educational, and curriculum guidance are included in the selection procedure. It starts with a talk by a representative of both schools to all ninth grade boys and girls about the vocation, allied occupations, and the type of educational program offered. Aptitude and other tests are given to all applicants.

All freshmen students from the junior and senior high schools who desire entrance are interviewed by the coordinators and shop instructors. Accumulative records are available.

The program includes full-time, all-day trade preparatory, half-time cooperative, part-time trade extension (apprentice training), and night school. A large program of vocational training for war production workers is held during the time the day classes are not in session. Both schools offer free Junior Employment Service and have follow-up service by experienced coordinators.

Community cooperation has been of the finest. Employers and labor cooperate to the fullest extent. Two full-time coordinators from Whitney and three from Macomber keep close contact with industry and labor. This contact helped to bring about the close coordination of effort so necessary to a successful vocational education program.—F. M. Dannenfelser, *Local A.V.A. Convention Secretary.*

## *Toledo's Program in Industrial Arts*

Toledo, with its sixty-one schools, is fortunate in having buildings most of which are considered new and which were designed to house industrial arts activities. Courses are provided in the five senior high schools, three junior high schools and in thirty-four elementary schools which offer eighth grade work.

The high school departments consist of a staff of thirty-eight instructors, five of whom are department heads. While there is no longer a course of study known as an Industrial Arts Course, there is a program for those students having a special interest in industrial arts wherein this type of work may be carried the entire four years. There are also programs where students who have interests in other fields, such as engineering, are advised to take some industrial arts subjects.

Courses are offered in automotives, mechanical drawing, architectural drawing, industrial survey, household mechanics, foundry, woodshop, electricity, radio, welding, general metal, machine shop, printing, public address operation, and the operation and maintenance of projection equipment. Special courses in code study (sending and receiving) have been provided for older boys who expect to enter the armed forces.

WELDING AT MACOMBER

Wherever possible, an "industrial survey" course is required of all freshmen who desire to enter the industrial arts field in a general high school or to enter the Macomber Vocational High School. It is a survey of two or more branches of industrial arts, and is designed to assist the student in selecting some particular industrial arts subject to be followed in a general high school, or in selecting a definite trade in the vocational high school.

The high school programs, including industrial arts, are designed to meet the following needs:

(1) An elective for those desiring to enter a technical college.

(2) An elective for those desiring to enter a non-technical college. (This provides for those pupils who may wish to enter a college of education to prepare for industrial arts teaching.)

(3) Electives for general high school pupils who have a non-vocational interest in the field.

Three junior high schools offer courses in general metal, woodshop, and mechanical drawing. These courses provide opportunity for boys to learn about the use of tools, machines, and materials in the construction of definite projects. All of the high and junior high school shops are equipped with power-driven machines. Thirty-four eighth grade schools provide instruction in hand tool operation three hours per week, including drawing, woodshop, sheet metal, and electricity.

The industrial arts work has been under the personal direction of Carl T. Cotter since 1909. It has been an integral part of the curriculum since 1885.—NORMAN STALKER, *Acting Supervisor for Industrial Arts Education, Toledo Public Schools.*

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## *Sectional Program Previews*

VICE PRESIDENTS of the American Vocational Association in charge of the various sectional groups report that exceptionally strong programs can be anticipated for the Toledo Convention. The general theme selected for the annual gathering is: "In War or Peace—Vocational Education—An Increasing Need of the Nation."

In each of the accompanying previews of Toledo Convention highlights, it will be noted that attention to vocational education's place in the war effort has been given primary consideration.

It is not possible at this time for us to announce the headquarters hotels or meeting places for the various A.V.A. sectional groups. This information will be included in the complete Toledo Convention Program number of the A.V.A. JOURNAL (November 1942) which should be in the hands of all members about three weeks before the Convention. The opening general session will be held Wednesday evening, December 2, and as usual the annual banquet and dance will take place on Thursday evening, and THE SHIP will provide its program on Friday evening.

**HOTEL RESERVATIONS—For Toledo A.V.A. Convention hotel reservations write to E. J. HINGST, Secretary, Toledo Convention and Visitors Bureau, Toledo, Ohio, giving (1) time of arrival; (2) length of stay; (3) type and number of rooms desired; (4) group affiliation—agricultural, industrial, industrial arts, home economics, business, guidance, or rehabilitation.**

### *Agricultural Education*

Plans are well under way for an interesting and helpful program for the Agricultural Education Section meetings. The program committee consists of W. F. Stewart, Head of the Agricultural Education Department, Ohio State University, Chairman; Ralph Howard, State Supervisor of Agricultural Education, Ohio, and C. S. Anderson, Pennsylvania State College, Co-Chairmen; Sherman Dickinson, University of Missouri, Secretary; O. C. Aderhold, University of Georgia; C. E. Freeman, State Department of Education, Nashville, Tennessee; Sam

Hitchcock, State Department of Education, Cheyenne, Wyoming; L. R. Humpherys, State Agricultural College, Logan, Utah; Louis M. Sasman, State Supervisor of Agricultural Education, Madison, Wisconsin: and W. T. Spanton, Chief, Agricultural Education Service, Office of Education.

The program will highlight vocational agriculture in the war emergency, including presentations dealing with the new and expanded adult education program made possible by the $15,000,000 appropriation under Public Law 647. Speakers are being selected from among the ranks of leaders in agricultural education and from men actively prominent in related and cooperating areas.

The program of vocational education in agriculture is going forward in all states in an excellent manner. We are happy to report that agricultural education now has the largest A.V.A. membership in its history, a total of 7,744 as of August 31, 1942.

We are in war. We must win the war. To win this war, a great responsibility is now on the shoulders of the people in agriculture, and we are confident that vocational education in agriculture will do more than its part.—Fred A. Smith, *A.V.A. Vice President for Agricultural Education.*

### *Business Education*

The Toledo A.V.A. Convention program for the Business Education Section is being planned on two fronts to assist in the total war effort: (1) Current activities that we should all know about; and (2) adaptations and new services to meet wartime conditions during the next year.

In considering effective action on these two fronts, we will look into the wartime activities of six divisions of business education: (1) Practical plans and procedures for aiding store owners, managers, and other top executives; ways and means of cooperating with government agencies, and plans for training merchants on tested changes in policy and practice which will enable them to remain in business and yet conform to all necessary wartime regulations. (2) Experiences in developing Program "D," a wartime training program for store supervisors and department heads, will be reported, and future plans for developing this phase will be considered. (3) Adaptation of our regular classes for employed workers to wartime conditions and future developments will be discussed. (4) The acute shortage of workers in many sales organizations will focus attention on induction training programs for new salespeople. (5) The present employment conditions in the field of retailing have altered materially the problems facing coordinators and instructors in cooperative training classes. (6) The field of office practice and commercial education will be ably discussed by national leaders.—John H. Dillon, *Indiana University; Chairman, Convention Program Committee, Business Education Section.*

### *Home Economics Education*

"Adjustments in Family Life Necessitated by the War Situation" is the general theme around which the Home Economics Section programs will be planned. Such adjustments are affecting home economics programs for all age groups, including those in colleges and universities who are preparing to teach. Discussions should therefore be of interest to teachers, administrators, and teacher educators.

Toledo is one of the four demonstration centers for Community Programs in Family Life Education, sponsored by the United States Office of Education. There will be opportunity for visiting classes as well as demonstrations and discussions of this program in action.

Some time will be devoted to research in home economics education. A joint meeting with the "Trade and Industrial Education for Girls and Women" section is also being planned to consider area vocational schools. These suggest a very worth while meeting at a time when help is needed in making home economics contribute most effectively to the war effort.—Florence Fallgatter, *A.V.A. Vice President for Home Economics Education.*

### *Industrial Arts Education*

The Industrial Arts Section program will cover various current problems, many of which have resulted from wartime conditions. Some of the speakers already have accepted assignments on topics that have been decided upon by the Vice President and

the Advisory Committee of the Industrial Arts Section. They are:

Thursday, December 3, "Success Factors in the Growth and Achievement of the Teacher of Industrial Arts." Chairman: Lawrence F. Ashley, Chief, Division of Vocational Education, Yonkers, New York.

Friday, December 4, "Problems and Procedures of Industrial Arts in the Small School." Chairman: Thomas A. Hippaka, Ames, Iowa. "Industrial Arts in the Post-War Era." Chairman: George H. Hargitt, Supervisor of Industrial Arts, St. Louis, Missouri.

Saturday, December 5, "Significant Trends and Relationships of Industrial Arts." Chairman: William T. Bawden, Kansas State Teachers College, Pittsburg, Kansas.

The Annual Industrial Arts Luncheon will be held Saturday noon. The topic: "The Problem of Maintaining Standards in the Face of a Shortage of Teachers." The chairman will be Thomas Diamond, University of Michigan, with Frank Moore, Supervisor of Industrial Arts, Columbus, Ohio, cooperating.—ARTHUR B. MAYS, *A.V.A. Vice President for Industrial Arts Education.*

### *Trade and Industrial Education*

Plans are being made for an outstanding program in the field of trades and industries at the Toledo Convention. Meetings of all participating groups will be held to a four-day schedule, making it necessary to use extreme care in arranging for the presentation of topics which have assumed great importance to teachers, supervisors, and administrators since Pearl Harbor. George H. Fern, State Director of Vocational Education in Michigan, is preparing the programs.

The National Association of State Directors of Vocational Education will meet on Wednesday, December 2, and Thursday, December 3, with a luncheon meeting on Thursday. The National Association of State Supervisors of Trade and Industrial Education, the National Association of Trade and Industrial Teacher-Trainers, and the National Association of Trade School Principals will hold their meetings also on December 2. This is an indication of the effort to concentrate the meetings which are usually held previous to the opening of an A.V.A. Convention.

Mr. Fern has not forgotten the importance of the long-term program of vocational education at a time when so much attention is being given to the training of war production workers. This phase of the program will include representatives of the staff of the U. S. Office of Education and state and local directors.

The Trade and Industrial Section program will be concentrated; with George Fern at the controls it could not be diluted.—JOHN A. MCCARTHY, *A.V.A. Vice-President for Trade and Industrial Education.*

### *Vocational Guidance*

Program arrangements for the Vocational Guidance Section meetings at the Toledo Convention are in charge of a committee for which the chairman is R. Floyd Cromwell, State Supervisor of Educational and Vocational Guidance, Lexington Building, Baltimore, Maryland. Other members include the following state directors or supervisors of guidance or occupational information and guidance: George E. Hutcherson, Albany, New York; Carl M. Horn, Lansing, Michigan; S. Marion Justice, Raleigh, North Carolina; D. Ross Pugmire, Phoenix, Arizona; and C. A. Michelman, Springfield, Illinois; also Clarence W. Failor, Executive Secretary, National Vocational Guidance Association, New York City.

The number of workers in vocational guidance has increased materially during the past year. At this time considerable emphasis is being given to this field by leaders in education and industry. The changing industrial requirements of the war and anticipated adjustments following the war will of necessity give a prominent place to vocational guidance as a part of our general and vocational education system.

The Convention offers an ideal opportunity for the leaders in vocational guidance to give consideration to present needs, crystalize present thinking, and give direction to the course this phase of education should take. Suggestions for the vocational guidance program at Toledo should go to the program committee.—L. R. HUMPHERYS, *A.V.A. Vice President for Vocational Guidance.*

# In Memoriam

## *L. M. Sheffer*

THE CAUSE of agricultural education in the United States has lost a staunch and fearless leader in the death on June 20, 1942, of L. M. Sheffer, State Supervisor of Agricultural Education for the State of Georgia.

In 1917 and 1918 Mr. Sheffer helped to organize the program of agricultural education for Georgia. Through the quarter of a century that followed, he led in the establishment of such a program of education in the schools of almost every rural community in Georgia. Today there are more than 500 such schools in the state. They constitute a monument to his efforts.

Many times L. M. Sheffer was called upon to assist in stabilizing the nation's program of vocational education. He was active in formulating the legislation known as the George-Reed Act passed by Congress in 1929. In 1933 and 1934 he assisted with the formulation of policies and provisions included in the George-Ellzey Act and in bringing its merits to the attention of members of Congress. He was one of the outstanding leaders who guided the preparation and the legislative procedures in connection with the passage of the George-Deen Act.

During the period of the depression there was danger that some of the federal funds available for vocational education would be substantially reduced by Congress In this emergency Mr. Sheffer was of great assistance in stabilizing and protecting the nation's vocational education program. He served on many national committees where his work had a very definite bearing on the development of policies affecting the program of vocational education in the nation.

Mr. Sheffer saw in the program as contemplated by the framers of the Smith-Hughes Act an opportunity for developing a functional school program in agriculture which would exemplify his educational philosophy. He began thinking about such a program while attending a conference at the University of Wisconsin in 1914. The conference dealt with the report of President Wilson's Commission on National Aid to Vocational Education. It was there that he joined the "covered wagon caravan" that took him on a happy, life-long journey of study and labor in the field of vocational education in agriculture.—JOHN T. WHEELER, *Professor of Vocational Education, University of Georgia.*

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## *Charles A. Bennett*

CHARLES ALPHEUS BENNETT, founder of The Manual Arts Press, died at his home in Peoria, Illinois, on Wednesday, June 17, 1942, in his 79th year. About six years ago he withdrew from active participation in teachers' meetings; in 1939 he found it necessary because of failing health to discontinue the *Industrial Education Magazine;* and in 1940 he relinquished the presidency of The Manual Arts Press, continuing in an advisory capacity.

In 1904 Mr. Bennett took the initiative in organizing the Illinois Manual Arts Association; in 1909 he founded the Manual Arts Conference of the Mississippi Valley. He helped organize the Western Drawing Teachers' Association in 1893, and was active in its reorganization as the Western Arts Association. He was among those who organized the Vocational Education Association of the Middle West in 1915, and participated in the merger which inaugurated the American Vocational Association in 1926.

A graduate of Worcester Polytechnic Institute, 1886, Mr. Bennett was the first principal of the Saint Paul, Minnesota, Manual Training School, which opened in 1888. From 1891 to 1897 he organized and directed the first college department in the United States for the training of shop teachers, at Teachers College, Columbia University, New York. From 1897 to 1917, he was head of the department of industrial education at Bradley Polytechnic Institute, resigning to give his entire time to the magazine and the book publishing business.

In 1899, he founded the *Manual Training Magazine,* changing the name in 1922 to *In-*

*dustrial Education Magazine.* In 1903 he founded The Manual Arts Press and began the publication of industrial textbooks and teachers' manuals. He was the author of several books, chief of which is the two-volume *History of Manual and Industrial Education.*

Mr. Bennett's career was unique in that he is properly classed as one of the pioneers of the industrial education movement in America, and yet he saw many years of active leadership well beyond the pioneer stage.—WILLIAM T. BAWDEN, *Head, Department of Industrial Education, Kansas State Teachers College, Pittsburg, Kansas.*

(NOTE: An extended memorandum on the career of Mr. Bennett, written by Mr. Bawden, appears in *Industrial Arts and Vocational Education* for September 1942.—THE EDITORS.)

## *Walter C. Wilson*

WALTER C. WILSON, for thirty-one years head of the Department of Industrial Arts at the State Teachers College, Johnson City, Tennessee, succumbed to a sudden heart attack on June 30, 1942. He was seventy-nine years of age and had recently retired from active teaching.

Professor Wilson was a pioneer in industrial arts teacher training in Tennessee, having inaugurated in 1911 the first department in a Tennessee state institution for the training of industrial arts teachers. In the early days following passage of the Smith-Hughes Act, he served as an associate teacher trainer in trade and industrial education, teaching classes in extension for the University of Tennessee. His son, Clyde H. Wilson, is State Teacher Trainer and Professor of Industrial Education at the University of Tennessee.

Professor Wilson was a member of the original Society for the Promotion of Industrial Education and has held continuous membership in the A.V.A. He had held chairmanships of the industrial sections in the East Tennessee and state educational associations. His presence will be greatly missed in the annual gatherings of the educational organizations but his influence and ideals will carry on indefinitely.

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## THEN . . . and . . . NOW

(*Continued from Page* 146)

These figures do not include high school students receiving vocational training under state plans not reimbursed from federal funds; nor do they include the elementary training given in the agricultural home economics, industrial, and commercial arts. All this progress in democratizing the public American secondary schools is another star, and a very bright one, in the crown of the growing number of high schools that are now serving both the sons of Martha and the sons of Mary. May their tribe increase!

Beyond their natural increase in students due to increase in population, our secondary schools are growing in number and enrollment in proportion as they serve our long-neglected youth who are not seeking preparation for college but for life. The surest way to increase the enrollment of any public secondary school is to establish federally-aided departments of vocational education, and make them efficient in preparing youth for employment.

### ★ *On Memory's Page*

More than a quarter of a century ago, the Commission dreamed that the Smith-Hughes Act would introduce into our educational system the aim of utility to take its place in dignity by the side of culture; and thus connect education with life by making it purposeful. Rapidly that dream is becoming reality.

Because of the infinite variety of difficult problems involved in the establishment, pro-

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motion and operation of vocational training, the ground that has been gained is doubly marvelous. Increasingly through the years, it has called for wise planning, team play, diplomacy, hard work, self-sacrifice and moral courage on the part of both the living and the dead who as leaders or followers have given of themselves to our great cause. But it would be both unwise and impossible to list the names of even all the leaders who have brought us to this Year of Victory. About both them and their followers we can say with truth, "Well done, good and faithful servants."

### ★ *Leadership in the Years Ahead*

During these darkest days in all our history as a people, we have come to realize that a job for everyone and the training of everyone for his job lies at the base of our domestic peace, our economic well-being and our safety in a world of force. If this be true, then a rapidly expanding national program of vocational training is vital—so vital that it must not be "too little or too late." Such a program will demand a leadership even more strenuous than ever before—a leadership described by President Theodore Roosevelt in words which all of us need to read again and again:

"It is not the critic who counts, nor the man who points out how the strong man stumbled, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena; whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again; who knows the great enthusiasms, the great devotions, and spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement; and who at the worst, if he fails, at least fails while daring greatly; so that his place shall never be with those cold and timid souls who know neither victory nor defeat."

---

American Education Week will be observed November 8 to 14, 1942. For Thursday, November 12, the topic—"Cultivating Knowledge and Skills"—will provide opportunity for special participation by vocational schools and classes.

# SUCCESS STORY!

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# THE SHIP

## *Heave the Anchor . . . We're Off for Toledo!*

IS the Cruise on to Toledo for the A.V.A.?—Are you going? That's the double-barreled question that was fired at most of us this summer. The convention is on and THE SHIP's been granted clearance.

The Skipper has been observed studying charts of the Maumee and the many islands in that vicinity. The story of the Battle of Lake Erie has been reabsorbed and now he again dreams of Commodore Perry's immortal words—"Don't give up the Ship." What a dramatic sketch that would make for THE SHIP's entertainment. Wouldn't that be a picture to remember! The officers on the bridge, all half shot, with the Captain lying in their arms, badly shot, and crying out those immortal words, "Am I sick!"

No—that's right—it wasn't just that way. Funny how your mind slips about. Anyway the Convention is on and Superintendent Bowsher and Director Carl Cotter are going to put out some real hospitality. New ideas will be in evidence, but what's most important, this meeting will give the A.V.A. an opportunity to coordinate and collaborate with the rank and file the many new trends and actualities that must now be considered.

Pre-Flight courses, Pre-Induction Training, and Vocational War Production courses —each is big enough to absorb all of national attention. The training of war production workers, thought to be the biggest job the schools ever tackled, now looks small when the full ramifications of Pre-Induction Training are fully realized.

Now that the Pre-Flight program in the high schools is understood and it's realized that it doesn't mean so much to the school shop, but is primarily a job for the academic people to worry over, vocational school people will have a wonderful chance to try their teeth in this new dish—Pre-Induction War Training Program. The place to get all of these questions answered is the A.V.A. Convention at Toledo. I imagine both Dennis and Cresswell have the dates plastered all over this issue, so I need make no mention of them.

A letter has just come to my desk that recalled many memorable SHIP Cruises. The letter was from Waldo Wright. Did you see the article "Alma Mater for the Millions" in the August 15th issue of *The Saturday Evening Post?* Waldo didn't write it, but he was responsible for it and you could detect familiar Wrightisms here and there. He used to write these SHIP letters, remember——?!

The Summer School Cruises of THE SHIP were many. All of the boats were out, though because of the decrease in summer school enrollment, not nearly as many left the SHIP's side as in previous years. While members of the Crew made short trips calling on schools up and down both coasts, others paddled over the Great Plains and portaged both the Alleghanies and the Rockies. Charlie Roper finally ended up somewhere in the Ozarks, attending the Missouri conference.

Charles Alpheus Bennett—SHIP officers and members of the crew, breathe a prayer that his great soul shall now find a restful and welcome haven in the happy ports of Eternity.

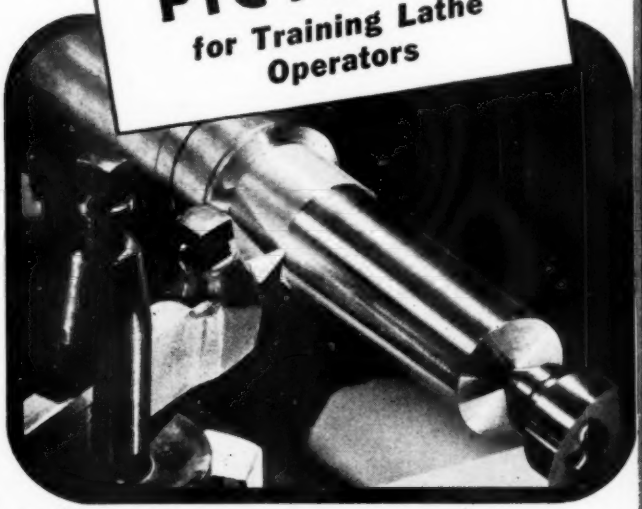
Many familiar faces on THE SHIP's personnel have already entered into the Armed Services. Selective service is now taking some of the older ones.

The Cruise to Toledo should be a memorable one. It may be the last A.V.A. Cruise for the duration. That's one reason why all of the men now on the road are plugging for attendance. So get your reservations in!

Nautically yours,

JOHN CLAUDE
*Deck Officer*

# MOTION PICTURES
## for Training Lathe Operators



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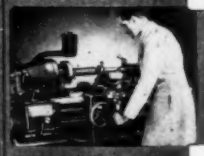

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## *Summary of Special Report on F.F.A. Wartime Activities*

(For the Year Ended June 30, 1942)

| State or Territory | Face Value of War Bonds Purchased | | Pounds of Metal Scrap Collected By Chapters | Pounds of Paper Collected By Chapters | Pounds of Rags Collected By Chapters | Pounds of Rubber Collected By Chapters | Burlap Bags Collected By Chapters** | Active and Associate Members in Armed Forces |
|---|---|---|---|---|---|---|---|---|
| | By State Associations | By Individual Members and Chapters | | | | | | |
| Alabama | $1,000.00 | $18,186.00 | 781,275 | 244,202 | 3,683 | 11,199 | 842 | 3,266 |
| Arizona | | 2,735.90 | 92,000 | 2,900 | | 8,398 | | |
| Arkansas* | 2,000.00 | | | | | | | |
| California | 8,000.00 | 43,516.99 | 2,638,986 | 179,120 | 7,411 | 51,293 | 75,555 | 2,725 |
| Colorado | | 4,811.10 | 268,899 | 21,210 | 75 | 1,615 | 622 | 45 |
| Connecticut | | 3,176.00 | 262,300 | 18,073 | | 150 | 525 | 86 |
| Delaware | 80.00 | 1,182.56 | 1,156 | 17,000 | 100 | 1,560 | 1,150 | |
| Florida | 2,000.00 | 49,955.00 | 364,823 | 134,500 | 3,220 | 95,670 | 2,016 | 1,085 |
| Georgia | 1,000.00 | 39,617.20 | 3,810,407 | 241,501 | 7,860 | 73,139 | 11,714 | 1,520 |
| Hawaii | 9,500.00 | 31,968.25 | 3,573 | 8,145 | 710 | 2,880 | 2,211 | 68 |
| Idaho* | | 5,596.65 | 256,400 | | | 450 | | |
| Illinois | 500.00 | 71,242.75 | 7,179,565 | 900,590 | 26,825 | 20,780 | 7,920 | 3,591 |
| Indiana | | 15,304.00 | 149,758 | 65,074 | 2,074 | 17,810 | 454 | |
| Iowa* | | | | | | | | |
| Kansas | 1,000.00 | 17,312.89 | 1,484,000 | 420,000 | 30,000 | 166,000 | 18,666 | 2,430 |
| Kentucky | 750.00 | 67,460.00 | 3,728,792 | 607,688 | 43,688 | 335,912 | 3,462 | 2,210 |
| Louisiana | 1,000.00 | 10,676.95 | 801,766 | 213,944 | 2,725 | 180,454 | 3,157 | 808 |
| Maine | 500.00 | 6,756.85 | 29,766 | 48,550 | | 1,200 | 2,036 | 151 |
| Maryland | | 16,305.25 | 151,225 | 104,550 | 2,200 | 6,055 | 5,679 | 198 |
| Massachusetts | | 632.30 | 21,500 | 11,000 | 4,050 | 6,050 | 6,000 | 75 |
| Michigan | 200.00 | 11,776.80 | 864,606 | 20,577,016 | 2,860 | 9,160 | 385 | |
| Minnesota | 100.00 | 25,901.50 | 509,430 | 563,645 | 9,390 | 23,897 | 999 | 1,332 |
| Mississippi | 3,000.00 | 50,000.00 | 1,400,000 | 275,000 | 8,200 | 126,000 | 5,300 | 2,606 |
| Missouri | 1,000.00 | 42,873.40 | 1,344,270 | 200,840 | 29,345 | 69,906 | 10,146 | |
| Montana | | 24,031.60 | 131,200 | 62,100 | 791 | 16,000 | 3,437 | 417 |
| Nebraska | 100.00 | 6,875.85 | 271,765 | 64,630 | | 103,896 | | 738 |
| Nevada | 200.00 | 5,148.00 | 52,100 | 1,630 | 200 | 15,690 | 100 | 64 |
| New Hampshire | | 717.00 | 5,250 | 8,400 | | 150 | | |
| New Jersey | | 28,589.85 | 128,440 | 68,925 | 4,280 | 34,459 | 3,438 | |
| New Mexico | 1,000.00 | 6,612.35 | 211,116 | 11,315 | 122 | | 463 | 360 |
| New York | 100.00 | 43,947.84 | 981,880 | 168,719 | 8,410 | 219,450 | 58,520 | |
| North Carolina | | 120,630.38 | 2,768,516 | 469,552 | 51,916 | 122,294 | 21,708 | 724 |
| North Dakota | 400.00 | 13,785.20 | 2,303,051 | 50,433 | 2,251 | 119,478 | | 314 |
| Ohio | 200.00 | 26,796.00 | 1,355,127 | 527,195 | 46,289 | 56,899 | 2,929 | |
| Oklahoma | 1,000.00 | 91,036.70 | 6,417,375 | 352,329 | 5,416 | 68,903 | 19,393 | 1,895 |
| Oregon | | 29,309.28 | 948,905 | 81,238 | 200 | 3,070 | 4,656 | 789 |
| Pennsylvania | 1,500.00 | 41,135.60 | 913,800 | 430,600 | 124,800 | 27,600 | 6,268 | |
| Puerto Rico | 200.00 | 483.00 | 148,550 | 1,919 | 1,393 | 8,393 | 3,408 | 585 |
| South Carolina | | 14,189.35 | 219,582 | 94,828 | 10,325 | 53,151 | 2,802 | 3,144 |
| South Dakota | | 5,957.05 | 662,020 | 137,270 | 470 | 6,386 | 560 | 222 |
| Tennessee | 3,000.00 | 61,379.60 | 1,040,065 | 426,106 | 11,934 | 31,433 | 11,443 | 7,643 |
| Texas | 2,000.00 | 206,252.38 | 27,233,449 | 1,169,955 | 107,597 | 122,297 | 33,968 | 3,297 |
| Utah | 100.00 | 13,479.25 | 806,800 | 10,805 | 7,500 | 12,974 | | 2,200 |
| Vermont | 200.00 | 5,950.90 | 55,115 | 35,221 | 1,530 | 4,825 | 300 | 75 |
| Virginia | 1,000.00 | 57,532.00 | 1,642,190 | 366,617 | 10,647 | 8,201 | | |
| Washington | | 22,439.70 | 466,000 | 156,000 | 580 | 18,259 | 2,275 | 877 |
| West Virginia | 500.00 | 43,514.00 | 1,089,901 | 114,208 | 4,228 | 87,452 | 5,400 | 1,430 |
| Wisconsin | | 33,653.40 | 201,177 | 425,562 | 7,574 | 11,256 | 2,820 | 895 |
| Wyoming | | 5,831.69 | 28,187 | 63,465 | 600 | 8,242 | 247 | 280 |
| TOTAL | 43,130.00 | 1,446,266.31 | 76,226,958 | 30,153,570 | 593,469 | 2,370,336 | | 48,145 |

* Complete State Association report not available at the time this tabulation was made.
** Some Chapters reported number of bags collected; others reported pounds of bags.

## *F.F.A. Produces for War*

LONG before Pearl Harbor, the Future Farmers of America were busily engaged in mobilizing their forces for defense work. Since December 7, the local, state, and national programs of work have been adjusted and re-directed so that a high percentage of member effort has been given to wartime activities.

From the annual reports of the various chartered state associations there has been compiled the summary on the opposite page which speaks for itself. It reflects credit on the brand of patriotism exhibited by the 245,000 FFA members and their leaders. It shows what can be done by farm youth in an all-out war effort. It reflects the kind of Americanism which will help to defeat the enemy and keep democracy at the top.

For the year ended June 30, 1942, the National FFA record, with three states still to report, is as follows: $43,130.00 worth of war stamps and bonds purchased by state associations; $1,446,266.31 in war stamps and bonds purchased by individual members and local chapters; 76,226,058 pounds of scrap metal, 30,153,570 pounds of paper, 2,370,336 pounds of rubber, and 593,469 pounds of rags collected.

A total of 48,145 active and associate FFA members were serving in the armed forces of the U. S. A. as of June 30. The accompanying summary gives the total for each state reporting.

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Typical activities of FFA state associations and local chapters are given in *What the Future Farmers of America Are Doing to Help Win the War,* Release No. 2 of the National Organization, published in July 1942, prepared in cooperation with the U. S. Office of Education.

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The Fifteenth National FFA Convention will be held in the Municipal Auditorium, Kansas City, Missouri, October 25 to 28, 1942. Special attention will be given to service which the FFA organization can render in the all-out war effort, according to the call issued by Irvin J. Schenk, Evansville, Indiana, the National President.


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## *Honored for Outstanding Service*

DURING the summer months four outstanding members of the American Vocational Association were presented with Life Memberships by their friends, associates, and co-workers in tribute to their many years of active and helpful service.

F. THEODORE STRUCK, *Head, Department of Industrial Education, The Pennsylvania State College*—The Alpha Chapter of Iota Lambda Sigma, national honorary fraternity in industrial education, presented Dr. Struck, for many years Secretary of the Pennsylvania Vocational Association, with an A.V.A. Life Membership at its annual Initiation and Banquet on July 30. Lester A. Fehr, a member of the fraternity and a co-worker of Dr. Struck, writes as follows:

"Dr. Struck has been Faculty Advisor to Alpha Chapter for a great many years. He has endeared himself not only to members of the fraternity, but to all men in industrial education. His background as a teacher, state supervisor, teacher trainer, writer, lecturer, and more recently as a consultant in the U. S. Office of Education, has enriched his ability to do things for industrial education and teachers in that field."

ARTHUR S. HURRELL, *Director of Vocational Extension of The Pennsylvania State College*—As a token of friendship and appreciation on the part of 100 associates, past and present, and friends from many states, an A.V.A. Life Membership was presented to Dr. Hurrell at the annual convention of the Pennsylvania Vocational Association, held at Eagles Mere on June 26. He was formerly Principal of the Buffalo, New York, Technical High School; Director of Vocational Education in Indianapolis; Director of Teacher Training at the University of Pittsburgh; and has been at Penn State in his present capacity for about 20 years.

ROY H. THOMAS, *North Carolina State Supervisor of Agricultural Education*—In recognition of his outstanding ability and well-known cooperation with their group, the Negro vocational agriculture teachers of North Carolina have presented Mr. Thomas with an A.V.A. Life Membership. He is a graduate of the University of Kentucky and Cornell University, and after a period of teaching in Kentucky and North Carolina assumed his present position in 1919. Since that time the agricultural departments have increased from 21 with an enrollment of 323, to 489 with an enrollment of 35,000. He was co-author of *Farm Crops;* author of *Living Things Around Us,* an agricultural reader for the elementary schools, and *Southern Crops.*

VERD PETERSON, *South Carolina State Supervisor of Agricultural Education*—As an expression of their appreciation for services rendered, the Negro vocational agriculture teachers of South Carolina presented an A.V.A. Life Membership to Mr. Peterson. Following graduation from the University of West Virginia, he won a graduate degree at Cornell University in 1916 and served for a period as a county agricultural agent. He then became Professor of Agricultural Education at Clemson College and State Supervisor of Agricultural Education for South Carolina in 1917.

F. T. STRUCK

A. S. HURRELL

R. H. THOMAS

VERD PETERSON

# A.V.A. MEMBERSHIP ANALYSIS

## August 31, 1942

| State | November 30, 1941* | August 31, 1942 Individual | Life | Total |
|---|---|---|---|---|
| Alabama | 525 | 533 | 1 | 534 |
| Alaska | 1 | 1 | — | 1 |
| Arizona | 73 | 74 | — | 74 |
| Arkansas | 559 | 525 | 5 | 530 |
| California | 1113 | 725 | 17 | 742 |
| Colorado | 203 | 188 | — | 188 |
| Connecticut | 335 | 279 | 2 | 281 |
| Delaware | 85 | 113 | 1 | 114 |
| Florida | 436 | 825 | 1 | 826 |
| Georgia | 1107 | 1121 | 4 | 1125 |
| Hawaii | — | — | — | — |
| Idaho | 138 | 137 | 1 | 138 |
| Illinois | 2241 | 2450 | 13 | 2463 |
| Indiana | 792 | 851 | 2 | 853 |
| Iowa | 445 | 465 | — | 465 |
| Kansas | 252 | 259 | 5 | 264 |
| Kentucky | 524 | 628 | 4 | 632 |
| Louisiana | 226 | 190 | 1 | 191 |
| Maine | 74 | 22 | 2 | 24 |
| Maryland | 414 | 494 | 13 | 507 |
| Massachusetts | 1088 | 1039 | 6 | 1045 |
| Michigan | 597 | 493 | 7 | 500 |
| Minnesota | 192 | 251 | 6 | 257 |
| Mississippi | 772 | 738 | 1 | 739 |
| Missouri | 504 | 644 | 3 | 647 |
| Montana | 69 | 105 | — | 105 |
| Nebraska | 300 | 322 | — | 322 |
| Nevada | 62 | 78 | — | 78 |
| New Hampshire | 53 | 60 | — | 60 |
| New Jersey | 594 | 557 | 59 | 616 |
| New Mexico | 127 | 112 | — | 112 |
| New York | 1897 | 1932 | 135 | 2067 |
| North Carolina | 461 | 557 | 3 | 560 |
| North Dakota | 94 | 92 | — | 92 |
| Ohio | 1152 | 1120 | 6 | 1126 |
| Oklahoma | 541 | 537 | — | 537 |
| Oregon | 239 | 129 | 1 | 130 |
| Pennsylvania | 1247 | 1337 | 6 | 1343 |
| Philippines | 1 | — | — | — |
| Puerto Rico | 292 | 458 | — | 458 |
| Rhode Island | 37 | 34 | — | 34 |
| South Carolina | 731 | 757 | 1 | 758 |
| South Dakota | 160 | 105 | — | 105 |
| Tennessee | 681 | 739 | 5 | 744 |
| Texas | 1460 | 1068 | 58 | 1126 |
| Utah | 98 | 128 | — | 128 |
| Vermont | 65 | 78 | — | 78 |
| Virginia | 569 | 690 | 4 | 694 |
| Washington | 157 | 139 | — | 139 |
| Washington, D. C. | 195 | 125 | 9 | 134 |
| West Virginia | 312 | 253 | 2 | 255 |
| Wisconsin | 1339 | 1124 | 61 | 1185 |
| Wyoming | 91 | 103 | — | 103 |
| Canada | 1 | 1 | — | 1 |
| Life Memberships | 14† | — | 14† | 14† |
| Totals | 25,735 | 25,785 | 459 | 26,244 |

*End of Membership Year. †Deceased, discontinued or transferred.

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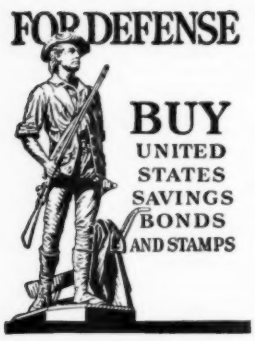


A REALISTIC APPRAISAL of our need for trained manpower, both in the armed forces and in war production, makes it evident that the high school can't go on doing business as usual. High school youth are impelled by patriotic considerations to point their training for preparation for war work, to tasks requiring skill of hand and strength of body, coupled with intelligence and devotion.—*High School Victory Corps Manual.*

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